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U.S. DEPARTMENT OF EDUCATION
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WEBINAR:
IES EDUCATION RESEARCH TRAINING GRANTS

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PROCEEDINGS

Slide One:

DR. ALBRO: Hello to everyone. Thank you so much for joining us for the Overview of IES Education Research Training Grants. My name is Liz Albro and I am going to walk you through these slides and we'll be happy to take your questions.

For those of you who haven't done one of these before, here's how we try to organize this. The first thing I want to ask is that everyone make sure your phone is on mute. That will prevent us from having any feedback problems. Then if you have questions that occur to you during my presentation, please go ahead and use the chat function to send a question to us; I have my colleagues here who are monitoring the questions. And what I'll do is I'll stop at various moments and I'll answer your questions and hopefully I'll get you an answer that is satisfactory.

So I'm going to just go ahead and start and walk through the slides and every one of you, I hope, has the slides in front of you. And that will be that.

Slide Two:

What I want to do first for those of you on the call is give you a brief overview of the Institute of Education Sciences so that you have a sense of where the training programs fit. I'm going to give a quick overview of the research grant programs because that's an important thing to understand when you're preparing your training grant proposals. Then I'll talk with you about the specific set of expectations and requirements for both the predoctoral and postdoctoral grant programs. And I'll spend a little bit of time talking about the nitty-gritties in terms of putting an application together, where you find the application package, what information you need to make sure you have, and I'll talk a little bit about the review process.

Slides Three and Four:

So for those of you who are not as familiar with the Institute of Education Sciences, we have a legislative mission according to Congress, where we are responsible for describing the condition and progress of education in the United States. And for many of you, you're aware of this function in terms of the National Center for Education Statistics, which collects data -- say, through the NAEP or other sorts of survey data sets -- that tell us how we're doing in educating our students.

Our second mission -- and this is a mission that really accompanies both of the research centers, the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSE) -- is to identify education practices that improve academic achievement and access to education opportunities. And if you think about our training programs, much of what we are hoping to do through the training programs is to increase the capacity in terms of the number of individuals who have the skills and abilities to use research to do these things, to identify these practices.

And finally, our third big legislative mission is to evaluate the effectiveness of federal and other education programs. While much of this work is done through the National Center for Education Evaluation, we also have scale-up projects that we support through both the National Center for Education Research and the National Center for Special Education Research.

Slide Five:

In terms of thinking about how we translate this into the research activities kinds of work that we want IES researchers to do, they have three primary goals that we hope researchers will be able to do. The first is to either develop or identify programs, practices, policies, and approaches that enhance academic achievement.

The second part of our research goals is to identify what does not work and therefore encourage innovation and further research.

And finally, we want to be able to explain variations and effectiveness of education programs, practices, policies, and approaches. So keep these long-term research goals in mind as you're thinking about preparing your training programs because again, the hope is that the research training programs will be developing researchers who are able to complete this type of work.

Again, I'm just going to quickly go through these.

Slide Six

Under both the National Center for Education Research and the National Center for Special Education Research, we have a set of current research grant programs.

Slide Seven

Today, I'm mostly going to focus on the second category; I don't know what color that is, blue, teal? The second category there, the education and special education research training grants. But again, in order to put in successful applications for our training program, you need to know well either the education or the special education research grant RFA.

In addition, we also have competitions for our new National Research and Development Centers. We held a competition with a June deadline in Statistical and Research Methodology in Education, and we have an open program right now in Evaluation of State and Local Education Programs and Policies. And just because I went into a commercial here, if anyone is interested in learning more about that last program, there are webinars happening later this week and next week focusing specifically on that particular program.

Slide Eight

So I've already alluded to this or stated it explicitly, but for both our predoctoral and our postdoctoral training programs, the purpose of IES supporting these programs is to train students or fellows, right, folks with their doctorates already; we want them to gain the knowledge and skills that are necessary to conduct the types of research the Institute funds.

As you are preparing your applications, it's really important that you consider both the goals -- that is, the methodological emphases and the content or the topics that your programs will focus on -- when you're putting your training plan together. Reviewers are going to want to know what the students or the fellows who come through your program will be able to do at the completion of their training.

For those of you who have read our Request for Applications (RFA), you'll know that we have a set of five research goals and that's in both the National Center for Education Research, as well as the National Center for Special Education Research. And there are four general categories of activities that we want researchers to be able to do.

Slide Nine:

For those of you who want more detail about this, I'm happy to talk more about it, but these are the four general categories. The first is we want to have a new generation of education researchers who have the ability to explore associations in archival databases or longitudinal datasets that look at relationships between programs, practices, and policies and student outcomes, using sophisticated statistical techniques to do so.

In addition, we hope that fellows who go through these programs will learn how to develop new products and approaches grounded in a science of learning.

We also expect that fellows who come through our programs will learn how to conduct rigorous evaluation studies. And finally, we hope that students who come through the programs will learn how to design valid tests and measures.

I want to make sure it's clear here that not every program is expected to train students in each of these goals. In fact, the expectation would be that the individuals or the faculty who are putting together these training programs will draw on their strengths and will create programs where they know they can provide students and fellows with particular sets of expertise.

Slide Ten:

Again, just a quick overview here for the current National Center for Education Research topics. The other part that most programs emphasize is there's an area focus, a topic or a set of topics that their faculty are expert in. Both the National Center for Education Research and the National Center for Special Education Research share a focus on academic achievement. So both Centers have programs in reading and writing. Both Centers have programs in mathematics and science education and teacher quality, in social and behavioral context. In addition, we have a cognition and student learning topic where we try to encourage researchers to bring what we've been learning from cognitive science into K-12 learning. This is now offered both in the National Center for Education Research (NCER) as well as in the National Center for Special Education Research (NCSER).

In NCER we have an education leadership program, so we want to encourage researchers to put together proposals to learn better how to prepare good leaders in the classroom.

Slide Eleven:

We have programs on education policy, finance, and systems, where we attempt to look at the ways in which decisions about how to spend dollars in the context of education can lead to improved student outcomes.

We have some programs that focus on postsecondary education, particularly looking at how to best serve students who are at risk either for not entering postsecondary or not completing postsecondary once they are there.

We also have programs focusing on particular age groups or components of the education system. So if anyone on the phone is interested or has skills for putting together students who are ready to work with adolescent and adult readers and writers, who are particularly interested in middle and high school reform, or who are interested in early childhood or in education technology, these are other topics that our current RFAs support.

Slides Twelve and Thirteen:

In special education, we have a lot of overlap. One thing to note is instead of a postsecondary program, we have a program in special education focused specifically on transition outcomes for special education secondary students.

We also have programs focused specifically on autism, as well as on systemic interventions and policies or other related services.

The world of research topics is relatively wide. So when you're thinking about what your training program will be preparing its students or fellows to do, I want you to be thinking about the methodological expertise that you and your faculty bring to preparing these programs as well as the content and topical foci where you also bring expertise.

Slide Fourteen:

I'm now going to move into talking specifically about the training programs and I'm going to talk first about the predoctoral programs and then I will talk about the postdoctoral programs. I will probably pause after the predoc programs because I'm sure folks will have questions.

Slide Fifteen:

First, let me just put out some of the shared requirements. First note that there are eligibility requirements. These are not grants which are designed to be given to individuals to support their own individual training. Rather, these grants are designed for the institutions that would be providing the training.

So who is eligible to apply?

Academic institutions in the United States and its territories that grant doctoral degrees in fields relevant to education. Note: you do not have to be a school of education in order to come in. However, you do need to be supporting research that is relevant to education.

The other requirement that is true across both the pre- and the postdoctoral programs is that the proposed training directors must be principal or co-principal investigators on one or more education research grants currently supported by the Institute or by other funding sources.

Slide Sixteen:

Now, when you're putting together your application, you should have four sections in terms of the meat of the narrative. There should be a section that addresses the significance of the program that you are proposing. You should have a training program plan which lays out what you intend for the fellows who are participating in your program to go through. There should be a description and discussion of the personnel, primarily here your faculty, who are going to contribute to the training program and the resources that you have at your institution to support a program, either a pre- or postdoctoral program.

Slide Seventeen:

So the way I'm going to go through this is I'm going to talk about each of these sections and what sorts of information reviewers expect to see included in each of these sections. So for the predoctoral program, what is the purpose?

Slide Eighteen:

The purpose here of this program is to create interdisciplinary training programs, the goal of which is to prepare doctoral students in education sciences. Note that the predoctoral program is only offered through the National Center for Education Research, but it can include training in special education research as part of the component or part of the program.

Slide Nineteen:

How do you determine or explain the significance of your program? The first way that you should do this is to discuss the potential contribution of the proposed predoctoral research training program for training researchers to conduct the types of research funded by IES. So to reiterate, what I would recommend you do before you begin to put your proposal together is to pull down the education research RFA, the 84.305A, or the special education research RFA, the 84.324A, if that's an area of expertise for your faculty, and read that carefully so that you understand the way in which our research programs are structured so that you can then explain how the training program that you're proposing fits into the sets of goals and topics that we have identified as of interest to the Institute.

In addition, it is important for you to discuss in your application how your proposed predoctoral program differs from what currently exists at your university. So why is it important that you receive additional funding to create a new program in the education sciences?

Slide Twenty:

Who are your typical personnel? The personnel for the predoctoral program will include a program or a training director. Often, you'll have a co-training director as well. This is a lot of work to create a new predoctoral training program. And we expect that there will be a core of at least five outstanding faculty. And depending upon the size of the predoctoral program that you're putting together, the number of disciplines that are part of the training program, the number of faculty who are participating may, and probably does, increase.

Each of the faculty members who will be part of the training program needs to have proven track records in research and training in education-related topics. And we encourage that you spend the time to make sure that the biographical sketches and short CVs that are included make that proven track record clear to the reviewer.

Hang on, there's a question. "There's a requirement that the training director must already be the principal investigator of another research grant. Only those who have grants are eligible." The short answer is yes, but it's not only IES funding. The program director needs to have a track record of getting research funding in order to answer questions in the education sciences. One of the expectations here is that the training directors will both be good role models and will know the sets of skills that are necessary to prepare competitive research grants and to complete successful research projects.

Slide Twenty-one:

How do we do this? One of the other things that we expect individuals to include in the appendix A section, which speaks to this qualification of the personnel on the project, is that there should be included a summary table of the faculty research projects.

So what we expect to see here is a table that includes the Principal Investigator, as well as other core faculty who have been named in the proposal, a brief description of the projects that have been funded, including the methods that have been used, and a brief explanation or at least a labeling of how the project fits with the IES research programs and goals. So even if you've received funding from another source, say from the Spencer Foundation or from the National Science Foundation or from some other foundation, provide an explanation of where this project would or could fit if it were to be submitted to the Institute. Identify what the funding source is, and identify the duration of the project.

One of the reasons that this is important for us to have is that there is an expectation that predoctoral students will be working closely with one of the core faculty members in preparing their dissertation. And so the reviewers will look to see what types of research experiences students might expect to be exposed to during their training.

Slide Twenty-two:

Now, these are all critical pieces, but another, very important part of a predoctoral program -- and where I would expect you to spend a substantial portion of your planning -- is that you need to talk about your training plan. So, how is it that you're going to prepare these predoctoral students?

There's an expectation that there will be a coordinated interdisciplinary curriculum that has specified content and methodological emphases. So even though most of the individuals who will be coming into the predoctoral program will be primarily admitted to the institution through their own department (say if they come in through psychology or through economics), no matter where these students come from in terms of their own traditions of learning about education, there's an expectation that there is this shared curriculum that is interdisciplinary in nature and that provides the cohort of fellows who come through the program with a shared set of skills.

You need to describe and discuss your plan for coordinating across these disciplines. And your prior history, right? So if your institution has supported interdisciplinary courses in the past, this would be an important piece of information to include in your application.

In addition, there's an expectation that students who come through this program will emerge with a Ph.D. from the department or the discipline where they started, so you'll get a Ph.D. say in psychology, but you would also get a certificate in the education sciences from your institution, which would say that you have gone through this training program and are able to do research relevant to these questions.

Slide Twenty-three:

Your training plan description should also include your plan for recruiting, mentoring, and retaining strong graduate students including a plan for recruiting, mentoring, and retaining graduate students who are underrepresented. I keep looking to my colleagues who are here in the room, so I'm making sure I'm answering these questions correctly here. But you need to describe your plan. How do you plan to go out and make decisions about which students will be invited to participate in your training program in the education sciences?

We do have a citizenship requirement so that predoctoral fellows must be citizens or permanent residents of the United States in order to receive funding through this training

program. And the final expectation and requirement that should be addressed in the training plan is that dissertations and other products that the predoctoral fellows are participating in producing must address practical problems in education such as those I discussed at the outset of the presentation.

I have a question here. "Can you train researchers who would conduct research related to therapies that might not be typically provided by a school, such as music therapy? Are you currently funding projects like these?"

I'm hesitating because for the predoctoral programs if you were training students to work in special education, generally that would be one part of the predoctoral program. So it couldn't be the full focus of a predoctoral application that you would put together.

I think that the strongest applications would be those that would make a clear link to how these sorts of interventions with students with special needs would fit into delivery within a school context or a closely-related school context. This is the primary focus of the Institute of Education Sciences and the research that we fund.

In terms of the second question, I don't believe we're currently funding any projects looking at music therapy. Right?

The second question asks, "Is this geared for a Ph.D. or would the Ed.D. be accepted?" I don't believe that we have any requirements or stated expectations in that way. The real focus is that the doctoral work and the training that students would be getting would be related to the research goals and methodologies and topics that are described in the RFA. So it is certainly true that some programs where you could get an Ed.D. would actually provide you with those sets of skills. So it's really the skills focus.

The answer to the question about criteria for directors is not clear. "If one does not hold a current grant, would one be able to apply for these grants? Please clarify with a yes or a no." I think that the most competitive proposals are those where directors have current research grants. Given that the focus of these predoctoral programs is to be training students to become active researchers, the expectation is that program directors and co-program directors are current active researchers who are currently being supported.

I want to make it clear that you don't have to have IES funding, that you can have funding from other sources, but this is one way that reviewers are able to determine that you as the training director can be a good mentor for completing research and carrying out research in these areas. I hope that clarified that question.

All right. I'm going to continue on here and please keep sending questions and I will try to do my best to clarify them.

The final component of any proposal: you should address in your proposal the significance of your application, the significance of your training program, the training plan. How are you going to prepare your students? You should address the qualifications of the faculty, the personnel who are going to be part of the program.

Slide Twenty-four:

And finally, you should have a section which discusses the resources you have available to support the predoctoral training program.

You need to include evidence of institutional commitment to furthering the goals of the training program and creating a supportive environment for research in education. So what would this look like? Generally, we would expect to see letters of support, submitted in Appendix A, from participating departments, participating colleges, as well as the

university. So, given the interdisciplinary nature of the program, it's important that it's clear that all the departments understand what the shared goals are of the program, what the expectations would be in terms of the kinds of research questions that students are going to be trained to be answering, and how each department will participate in the coherent and coordinated interdisciplinary training. So that is an important part of the program and reviewers will want to know that the institution at the departmental, collegiate, and university level are all excited about this project.

Slide Twenty-five:

All right—in terms of some of the details. When you put together your proposal, note that individual students can receive a stipend of up to \$30,000 per year and each student can also have a cost-of-education allowance up to \$10,500 per year, so that would generally include tuition costs and health insurance or other requirements. Please note that that cost-of-education allowance doesn't mean that the university can't put in additional funds to support those students, but that the institute itself is only able to contribute \$10,500 per student per year.

In addition, you are permitted to request funds to support student research as well as student travel to conferences or travel for collecting the research.

In addition, and finally, the amount of the award, you may request up to \$5 million over a five-year period and the indirect costs for training grants are limited to 8 percent on the allowed costs.

There are some limited funds available for faculty as well; however, those funds are meant to support the training program director and you can request some additional funds to recruit new faculty if there are lines or that particular types of expertise that you don't currently have in the faculty who are going to be the core faculty. And you can make requests to support a new line to enhance the breadth of the training program.

Slide Twenty-six:

One note: I don't know who is on my line, if I have faculty members or grants and sponsored projects officers on the line, but you can only have one predoctoral training program per university. So if you're at a university that currently has a program and you're not planning to put in to get continuing funds to continue the program, there's only one program per university. So if there are multiple faculty who are interested in doing it at your institution, they should talk with one another and put together a coordinated plan.

Slide Twenty-seven:

All right, if there are current predoctoral programs who are on the telephone and who are planning to submit a proposal for continuing their programs, you put in a proposal under Goal Two. And you have some additional requirements. So you need to provide a description and evidence of the accomplishments of your current predoctoral students, so you need to demonstrate that you have, in fact, been able to train students as you originally intended and that you are training students who are prepared to submit research proposals in the education sciences.

In addition, there's an expectation that current predoctoral programs and their applications for additional funding will discuss challenges confronted during the current funding period and any plans to address and overcome these challenges in a new award.

All right, I'm going to pause here and just check and see if there are any other questions about the predoctoral programs. No, my colleagues are shaking their heads. So I'm going to continue on.

All right, apparently there's still confusion about whether -- if you don't have a grant, can you apply. You can apply; however, the expectation is that the grants will be more competitive if you already have funding. In fact, here I'm going to pull up the RFA. I have it in front of me and perhaps it's easier to refer you to sections in the RFA where you can look at the expectations. So, underneath the program director for the predoctoral program, the language for the requirements for the predoctoral program does not say that you need to have a current award explicitly. So it's not a requirement.

However, if you look at Section 2, I'm looking at page 16 of the current RFA. The core faculty makes it very clear that there is an expectation that there are both current sets of awards that faculty have and a demonstrated history of getting research grants and carrying them forward.

I'm going to recommend that you talk closely with the program officers responsible for that program, for those of you who have continuing questions about whether your proposals would be competitive. I do want to say that for the postdoctoral programs, for the training director program there, there is an explicit requirement there that the training director must currently be principal or co-principal investigator on one or more education research projects.

So for the postdoctoral program, it is a stated requirement in the RFA and that's on page 12, whereas for the predoctoral program, it's not stated as a finite requirement, but the expectation is that that will be.

So it says, "If you have a professional development grant from another U.S. Ed. division, does that preclude an IES predoc training grant application award?" I do not believe so. I think the only concern would be if that other program were also a predoctoral training program. But I'm just trying to think whether I know of any other predoctoral training programs within the department currently.

So my colleague from special education says at OSEP there is a predoctoral program but it should not preclude you from putting in for an IES predoctoral training grant.

The second says, "How does showing what predoctoral programs offer from what currently exists at your university work with showing institutional commitment—you mean, how it differs?"

I think that definitely if you show how the predoctoral program provides something different or expands upon what currently exists can show institutional commitment to the program, but when I think about your description of what the predoctoral program currently offers or what you're hoping that it will offer, that's more about describing your training plan and less about the resources. The resources would be that the university is willing, say, to put out a position for a new ad if there's a particular emphasis that you'd like to increase the level or types of expertise that you have or institutional commitment to creating new courses. For example, if you need to create a new course or to provide relief time for the training director...

I have a question about the use of funds for faculty members and I am going to again go back to the RFA and look at what it says here. For the predoctoral program you can request up to 2 months' summer support for the training director in terms of faculty support. And then, 5 months--you can request for up to 5 months' total faculty salary

support for the development of new program curricula. So if you're creating new courses, you can request some buy-out time for that.

And then you can request funds to support short-term visiting faculty who will enhance the breadth and quality of the research training program. So if you look up what I've just read to you as described on page 18, those are the limitations, and note that you may also request salary support for a program coordinator who would not be a faculty member but would be an administrative individual who would help run the program. But course buyouts are not generally supported.

Is that it for everybody?

Slides Twenty-eight and Twenty-nine:

All right, so let's talk some more about the postdoctoral program. So like the predoctoral program, the postdoctoral program is intended to support the training of fellows. Here in this case they're postdoctoral fellows who are interested in conducting education research.

The hope here is that we will be training individuals who have already received their doctorates in a disciplinary area, say, in economics or in psychology, who are very much interested in bringing their skills into the context of learning more about education research and how to improve education and academic achievement.

So, the postdoctoral programs are created to bring in postdocs who want to learn more about how to conduct education research.

We have two programs. One is offered through the National Center for Education Research and the other is offered through the National Center for Special Education Research.

The requirements are similar, although clearly the content foci of the two programs will be somewhat different with postdoctoral programs through the Special Education Center being specifically focused on training students to look at problems and proposed solutions for students in special education, whereas NCER is for typically developing students.

Slide Thirty:

Again, like the predoctoral program, the way you address the significance criterion in putting together your postdoctoral training program is you must describe the potential contribution of the proposed postdoctoral research training program for training postdoctoral fellows to gain the knowledge and skills necessary to conduct the types of research that IES funds.

Again, go back and read the education research RFA or the special education research RFA in order to situate, if you will, the application that you're putting forward.

Slide Thirty-one:

In addition, as with the predoctoral program, it is also true within the postdoctoral program that you need to clearly identify and describe the topical and methodological focus of the postdoctoral training that will be provided. Postdoctoral programs are typically smaller. You're only going to be requesting funding to support up to four postdocs over the course of the training grant and so you would expect that these programs would be

somewhat narrower, that there would be a specific topic or a set of topics and a specific methodological foci that postdoctoral programs can provide. Again, look at the topics.

Okay, I have here, it says, "Would added training for postdocs in education or special education qualify, or must the fellows come out of the field?"

Do you mean the practice field or do you mean -- I'm sorry, I don't understand the question. So if you could clarify by what you mean by "come out of the field"? Oh, do you mean you already have your Ph.D. in education or in special education?

You know, I think that you might be able to propose additional training, but you would need to clarify how the skills that your postdoctoral program -- what your postdoctoral program would be providing -- how they are different from the skills the students already had. So for example, say I'm a cognitive psychologist; that's my training. So, I went through, I got my degree in cognitive psych. I really was interested in learning and trying to improve student achievement, but I also wanted to develop new measures for use with children in preschool, but I had no prior experience in developing measures.

So in that case, it would make sense to go and get postdoctoral training to help me learn how to develop and validate measures. So I don't know if that was a good example, but I think you could certainly have a degree, your Ph.D. or your Ed.D. relevant to education or special education. But the postdoctoral program would need to add to that.

Just to reiterate: In order to apply for the postdoc program, the PI does *not* need to have an IES grant, but they must currently hold a research grant. In order for a postdoc to have a successful training program, you need to have a grant, a research program that that postdoc can immediately step into. So you do not need to have a research grant from IES. However, you must have funding, research funding of some sort. So those requirements are on page 12, and I'll just read them here. It says, "The training director must be the principal or co-principal investigator on one or more education research projects currently supported by the Institute or other funding sources that are appropriate for postdoctoral level research training."

All right?

"In describing an individual situation would the program or curriculum need to be different?" Oh, okay, so this is going back to the actual proposed training program.

You know for the postdoctoral training situation, you're generally not creating a new curriculum, so this is really funding to bring in individual postdocs -- up to four postdocs. These individuals do have the opportunity to take courses, but the major focus would be for them to be learning particular sets of skills in the context of carrying out those research activities. You can only request to support up to four students, but you do need to be describing what sorts of skills and methodologies that you are going to be providing to students who would come to work in the lab or to fellows who are coming to work in the lab.

When you're proposing putting together your postdoctoral application, you need to be articulating the kinds of experiences that you're going to be providing for potential postdoctoral fellows. Generally, when you're writing your postdoctoral application, you do not know who your fellows are going to be. So in some ways this question of match is less important. The question here is what are the current research programs that this small group of faculty has that would provide training to an interested postdoc in terms of developing their skills as education researchers?

Slide Thirty-two:

So, in your training plan here's what you need to discuss. You need to describe again the training director and if there is a co-training director, talk about who that individual will be, what skills that individual brings to the postdoctoral training program. You need to describe what your plan is for recruiting your postdoctoral fellows and what are the eligibility requirements of fellows. And again, in that case you could describe what types of individuals you would be seeking, how would you determine what would make a good postdoc.

And then you need to talk about your plan for training postdoctoral fellows. Again, this could be something where there's a shared seminar for the postdocs.

The postdoctoral fellows are only allowed to audit courses. They're not allowed to take them for credit. But you would need to say how you are going to provide a mentorship experience for these postdoctoral fellows who are coming through.

Slide Thirty-three:

And the main focus of the postdoctoral training plan is to discuss and describe how fellows will gain the breadth of skills and understanding necessary to conduct rigorous applied research in education. You also need to discuss how it is that you would expect the postdoctoral fellow will develop the capacity to independently carry out such research, including applying for grant funding and submitting results for publication and peer review journals.

Slide Thirty-four:

In terms of their eligibility, students must have received their doctorate. I have Ph.D. here, but Ed.D. would also work, right? You must have received your doctorate prior to beginning training, so ABDs, you can't come in as an ABD; you need to have your doctorate completed.

In order for a postdoctoral fellow to be someone who is a faculty member's predoctoral advisee, you need to receive special permission from the program officer here at the Institute in order for that type of relationship to continue.

And you can propose to train up to four postdoctoral fellows over the course of the grant. The amount of the award depends on the number of fellows and the length of the fellowships. Funding amounts assume that four fellows will be supported for two years each, but applicants are free to request support for fewer fellows to be supported for two or three years each.

Slide Thirty-five:

Within the personnel section, you need to specify the proposed role of all the key personnel in the training program. The narrative for the postdoctoral program is shorter; it's only 15 pages in length. For the predoctoral program, it's 25 pages. You need to elaborate within the narrative section of the postdoctoral application how the research expertise of the key personnel will reflect the content and methodological foci of the Institute. You also need to include an explicit statement of the training director's time commitment to the program in the narrative itself.

Slide Thirty-six:

Similarly, you need to elaborate in the resources section what resources are available at the institution to support this postdoctoral training. So, do you have access to schools, to software development laboratories, to other maybe afterschool settings, other kinds of settings, where the postdoctoral fellow could develop the skills that they need in order to complete the research projects as proposed?

Generally, because training directors are individuals who already have research grants, these are things that would have been specified in your original research grant proposal, where you describe, Here are the resources that I have as the training director to support this particular research project.

Slide Thirty-seven:

In terms of the postdoctoral program it provides stipend support of up to \$50,000 per year per student. You can request fringe benefits support for up to \$10,500 per year. You may also request additional funds to support postdoctoral fellow research and travel. The awards are up to \$200,000 per year for 4 years. And again because it's a training grant you can request 8 percent on allowed costs.

Slide Thirty-eight:

Now here's something that is different from the predoctoral program. Multiple postdoctoral training program awards may be held at a single university. Clearly different sort of sets of researchers are going to be able to provide different training opportunities for different postdocs. So, individuals at your institution can put in more than one postdoctoral training program. However, different faculty need to be responsible for different training programs and the training programs need to have unique areas of research emphasis. So it wouldn't make sense to come in with two postdoctoral programs designed to provide an experience in learning how to develop new measurement tools. However, if you had a program where you wanted to train individuals how to use longitudinal datasets and do secondary data analyses of those as well as the measurement program, and you had different groups of faculty who were willing to work with postdocs in those environments, that would be okay.

Slide Thirty-nine:

Okay, for current postdoctoral grantees who are seeking new funding: please note that when you're preparing applications for new postdoctoral funding, the time period of your two awards may not overlap. So, you need to make sure that whenever your current postdoctoral funding is coming to an end that your new postdoctoral funding doesn't begin -- that the new grant doesn't begin until the old one is completed.

Slide Forty:

Again, if you already have a postdoctoral training grant and you are seeking additional funding or new funding, you need to include a summary table in appendix A that describes the professional outcomes of the fellows. So, how well have the fellows done? What are their current job situations and their publication records?

In terms of the summary table for the postdoctoral program-- you should include the name of the fellow's primary postdoctoral mentor, the research projects completed or

currently being conducted by postdoctoral fellows who have received support under a prior award, what was the topic of the project and the methods used for each, what are the publications of current and former postdoctoral fellows, and the current positions of former postdoctoral fellows.

The intent of this particular table is to demonstrate the success that the current program has had at training individuals to carry out and complete education research.

Slide Forty-one:

What are we currently supporting? Just so you know -- and for those of you who are not quite sure if what you are planning to do fits within what I've described -- I would recommend that you go to our website and look at the current descriptions of the postdoctoral programs that are out there and the predoctoral programs. We are currently supporting 17 postdoctoral programs through the National Center for Education Research. We have five brand new postdoctoral programs through the National Center for Special Education Research. We are currently supporting a total of 13 predoctoral programs and all of these programs are at 26 different universities. The number of students who have completed or are currently going through these programs since 2004--we have a total of 30 postdoctoral fellows and 233 predoctoral fellows. So, we've supported lots of individuals through these programs.

All right, do we have questions? Okay. I'm going to pause here and see what the questions are and then we'll move on to where you find the details for submitting applications to this area.

"Will there be a place where these programs are posted so pre- and postdoc students will know where they are?" That information is available on our website and it's relatively straightforward to locate. It's under our programs and projects page and it says predoctoral training programs and postdoctoral training programs. So that information is currently available.

Now, part of your training plan is, What is your plan to go out and recruit individuals to apply to your programs? So, there is an expectation that individuals putting in a predoctoral program will have thought about how to recruit the best and the brightest as it were, right, to come to your program.

Slide Forty-two:

Okay, so let me talk with you a little bit about some of the more exciting parts of putting the application together, right, where do you find all the information you need to do this.

Slide Forty-three:

For those of you who have not been to the website yet, all of our fiscal year (FY) 2009 requests for applications can be found at ies.ed.gov/funding. Do not try to go to www.ed.gov and try to find the training grant programs there. Come to the IES website first. That's a much more direct route to get to the funding.

All right, depending upon where you're interested in going, you can pull up either the education research training grants or the special education research training grants. I want to remind you that if you have not read our full research RFA for both education research and special education research, that you also need to pull that down as well.

"What are the consequences of identified mentors leaving the funded institution?" I'm assuming we're talking about something happening after the grant has been made. Generally, what you'll need to do then is you would need to work with your program officer here at the Institute and you would need to identify who the individuals are who would be taking over those responsibilities in the training program.

Slide Forty-four:

All right, so for those of you who have not been to our home page, this is what it looks like, so this is how you'll know you're at the right place. I want to encourage you, the button along the blue bar is the funding opportunities button and that's the place where you go to pull down the requests for application.

Slide Forty-five:

Here are direct links to the actual training RFAs for those of you who would like to pull those up, again for the education research and special education.

Letters of intent are due on August 4, 2008 and if you are thinking about putting in an application, I would encourage you to put in a letter of intent. The letter of intent is not binding. You're not required to put in an application if you do submit a letter of intent. And vice versa, you do not need to put in a letter of intent in order to put in an application.

However, it's very helpful for program staff here to know how many applications we can expect to receive and if you put in a letter of intent, then our program officers responsible for these competitions who will be able to get in touch with you and help you prepare your application.

Slide Forty-six:

Once you get the RFAs, the second step is to then go to grants.gov where you can actually pull down the FY 2009 application packages, which is the set of materials that you need to complete in order to actually submit your application. Those packages will be available August 4th at grants.gov and you'll want to make sure that when you go there that you pick the correct RFA, the correct application package, so if you're planning to come in for the National Center for Education Program, make sure you get the *education research training program*. If you're planning to put in for the special education program, make sure that you select *special education research training package*.

Slide Forty-seven:

So, for those of you who haven't been on grants.gov, here's where you are. This is where you need to go; on the left it says "For Applicants," then "Find Grant Opportunities." You can put in the search button there and if you put in either 84.305 or 84.324, that would pull up all of the Institute of Education Sciences application packages that are currently available. Don't put in the letter. There's often a letter at the end of those.

Slide Forty-eight:

Okay, some formatting requirements. I alluded to this before. If you are preparing a predoctoral application, you'll need to prepare a one-page abstract. Your training program narrative is limited to 25 pages single-spaced, 12 point font. The bibliography has no page limit. However, each biographical sketch for each of your proposed faculty members who

are going to be part of this team must be limited to four pages. The budget justification has no page limit. And appendix A can be no longer than 15 pages.

Appendix A can include (or it should include) letters of support from the institutions, departments, colleges. It should include a summary table of the faculty members' expertise and research experience that they bring to the project. You probably want to also include in appendix A a description of your proposed curriculum--what is the core curriculum that students will share as they walk through this program for receiving a certificate in the education sciences from your institution. You can also include any other tables and figures that you don't have space to include in the training program narrative itself, but do not put anything in appendix A that is narrative in nature. Tables and figures are okay, but if it's part of the narrative, it needs to be in the narrative; otherwise it will be removed.

Slide Forty-nine:

For the postdoctoral program, the requirements are the same, except that the training program narratives should be no longer than 15 pages.

Slide Fifty:

I don't know if anyone here has been on these calls before, but there are a few critical things that I want everyone who listens to these calls to know. The first is to please read carefully the Request for Applications to which you are applying. We have tried to anticipate many of your questions there and it can often provide clarification for things that were not clear originally.

The other thing to note is that the Institute of Education Sciences program officers are here to help, so we can provide you with extended conversations about your ideas. We can talk with you about the characteristics of the training program and we can also provide you feedback in terms of the information included in the actual draft itself, since we're not involved in the review process.

I think the important thing to note is: don't be afraid to contact us, and also start early. So, these applications are due October 2. That's about 2 months from now, so if you've not talked with the program officer, you should do so.

Slide Fifty-one:

Please do follow directions as you complete your application packages. The applications are screened for compliance and they're screened for: are you an eligible applicant, have you met the special requirements, have you followed the content and formatting requirements, have you put everything in that needs to be in your application, and have you submitted on the correct date and by the correct time.

Applications must be uploaded no later than 4:30 p.m. October 2nd eastern standard time. Do not wait until the last minute to upload your application. If your application is downloaded at 4:31 p.m., it will not be reviewed. It will be returned without review. So the best thing to do is to put your applications in 48 hours before the deadline; then you'll have a chance to look at what you've uploaded, make sure that everything is there and you don't want something to not be reviewed simply because it's a few minutes late. And it is the clock at the grants.gov computer that matters, not yours, so please don't wait until the very last minute.

Slide Fifty-two:

From the reviewers' point of view, I hope everyone knows this already, but just as a reminder, please do write your proposal as clearly and concisely as you can. Make sure you address all the required points as described in the RFA. Put the information in a logical sequence. Label your sections and number your pages. This is something that sometimes applicants forget to do. However, when a panel is sitting around discussing proposals or applications, it is much easier for that conversation to proceed if people can refer one another to different pages in the applications they're discussing. So the key is to make it easy for the reviewers to find and understand the information.

Reviewers are asked to score each proposal on the quality of or the degree of significance of the proposed training program. They are asked to evaluate the training plan. They are asked to evaluate the personnel and they're asked to evaluate the resources. Make sure you have all those sections.

Slides Fifty-three and Fifty-four:

All right? Finally, I want to just talk briefly about the review process. So, once you send it in and it gets screened for compliance -- once your proposal is reviewed for compliance (and compliance means that your margins are correct, you've not gone over the page limits, you have the right types of information in the right sections, you meet the eligibility requirements that are laid out in the RFA) -- once all those things have been screened for, then compliant proposals are assigned to a review panel. We typically have a training grant panel that will review our training proposals.

Two or three panel members conduct primary reviews of each application and then the most competitive applications are reviewed by the full panel at the panel meeting.

So, reviewers assign quality scores on each of those four criteria and they also provide an overall score that reflects the degree to which they feel that this particular application meets the expectations of the RFA.

After the panel meeting is complete, all of the applications that went and were reviewed by the full panel are rescored. The scores are returned to the Institute and then we make decisions about which applications will be recommended for funding.

Slide Fifty-five:

When we reach that process, at that point, applicants will receive email notification of the status of their application. So they'll receive notification of whether their application is no longer being considered or whether it is currently being considered.

All applications will receive copies of reviewer comments and if you are not granted an award the first time, you should consider resubmitting and talk to your program officer.

I do want to say in terms of the resubmittal, at this point, we anticipate that we will not be recompeting the predoctoral program for FY 2010. I just wanted folks to know that.

Slide Fifty-six:

I think that's the last slide, so here are the current program contacts for the National Center for Education Research. Robin Harwood is the program officer for both of our training programs and she was one of the people I was looking to for answers.

I am Elizabeth Albro and you're more than welcome to contact me and I will do my best to answer your question or refer you to one of my colleagues.

Jacquelyn Buckley is the current program officer for the National Center for Special Education Training Programs.

All right, "Is there any place to find more information about the letter of intent? For example, how to address it and whether it needs to go by U.S. Post, fax or e-mail?" If you look in the Request for Applications, you will notice that there is information there about the letter of intent. The letters of intent are submitted electronically to the IES.constellagroup.com website -- and I'm looking for a page number to refer you to in the RFA here. It's generally no more than approximately a page and it's really just a general description of your current plan.

I'm looking here, but I'm not finding the page number, but the website that you need to go to is ies.constellagroup.com, it's C-O-N-S-T-E-L-L-A-G-R-O-U-P dot C-O-M. And I'm not finding the actual page number. So, for the Special Education RFA, it's on page 15. Anyway, if you go to the Constella Group website you can put it in there.

"Is funding for the predoc program anticipated after 2010 or is the program being phased out?" I think that funding will occur after 2010. However, these are major investments, so like what we did the first time through, we ran the competition for 2 years and sort of had a bulk -- had 10 training programs that we funded the first, for the first two cohorts. Those went for 4 years, 5 years, and then we reopened and recompeted. So we will be recompeting, but it will not be in FY 2010 -- or at least that's what we anticipate.

Do you have any other questions here? I want to thank you all for your patience. If any of you have other questions that either I can help you with or Dr. Harwood or Dr. Buckley can help you with, we are here to help and we will be more than glad to work with you in putting this in. I hope we see lots of good proposals and we're hoping to get many more fellows trained, both at the predoctoral and postdoctoral level to carry out education research.

All right, thank you all very much.